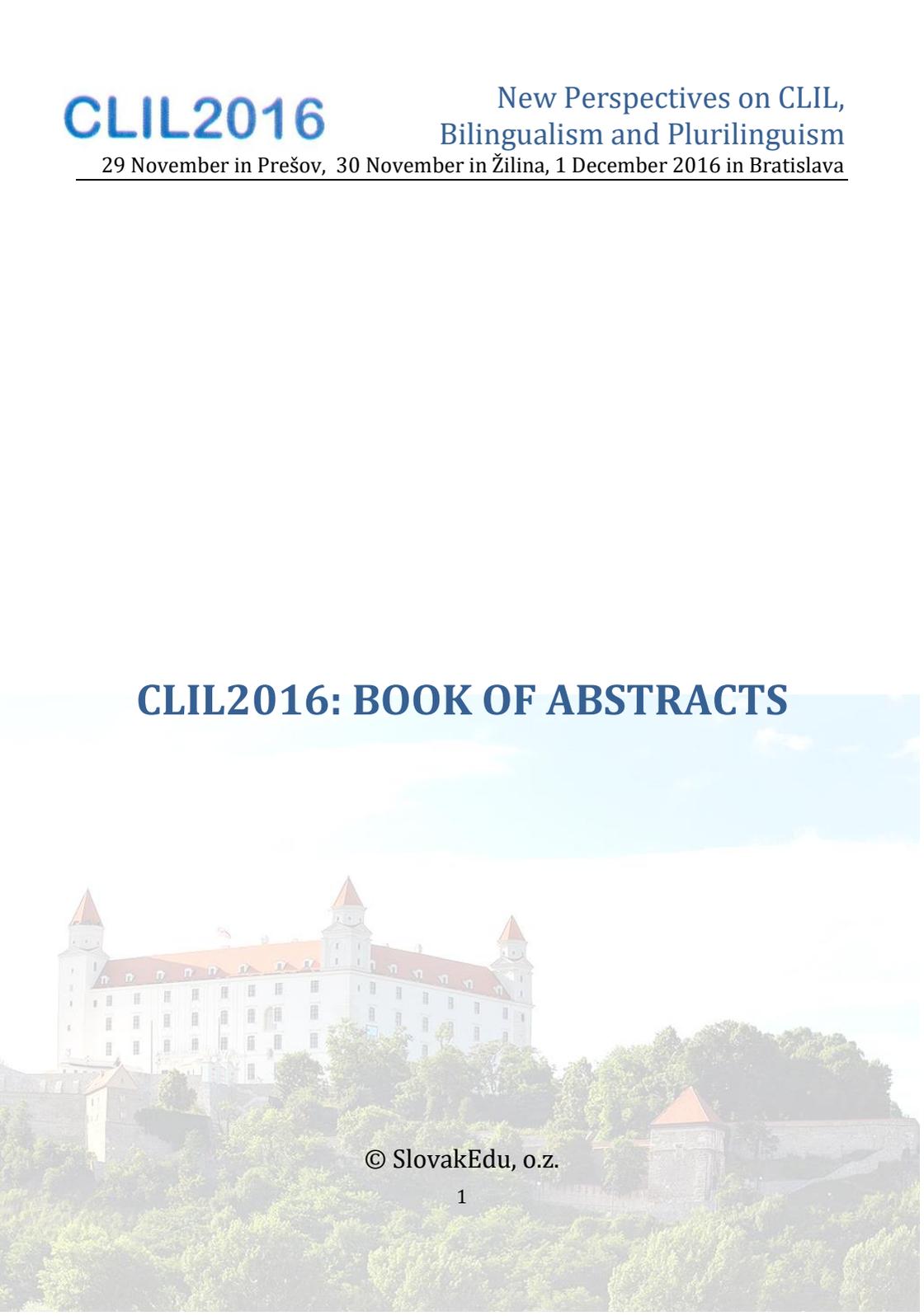


CLIL2016

New Perspectives on CLIL,
Bilingualism and Plurilinguism

29 November in Prešov, 30 November in Žilina, 1 December 2016 in Bratislava

CLIL2016: BOOK OF ABSTRACTS



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International Conference
**CLIL2016: New Perspectives on CLIL,
Bilingualism and Plurilinguism**

29 November in Prešov
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Conference Organisers

- **Ministry of Education, Science, Research and Sport of the Slovak Republic**
- **National Pedagogical Institute in Bratislava (ŠPÚ), Slovakia**
- **European Commission – the Slovak Representation, Bratislava**
- **SlovakEdu, independent professional association, Slovakia**
- **Department of English Language and Literature, Faculty of Education, Trnava University, Slovakia**
- **Institute of English and American Studies, Faculty of Arts, Presov University, Slovakia**
- **Department of English Language and Literature, Faculty of Arts, Catholic University in Ružomberok, Slovakia**
- **Hlava, s.r.o., Žilina, Slovakia**
- **Súkromná základná škola, Oravská cesta, Žilina, Slovakia**

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INTRODUCTION

The interational conference entitled ***CLIL2016: New Perspectives on CLIL, Bilingualism and Plurilinguism*** was organised in response to numerous calls from Slovak teachers of English received by our teacher trainers throughout the recent months.

To meet the demands of Slovak teachers of English, the conference ***CLIL2016*** includes 3 days of practical workshops introducing psycholinguistic background and methodological principles of CLIL via examples of real-life teaching activities.

The conference was organised as part of the project ***KEGA 055UKF-4/2016*** funded by the Ministry of Education, Science, Research and Sport of the Slovak Republic, and in a close cooperation with other significant bodies, such as the National Institute of Education in Bratislava, and 3 Slovak and 1 Czech universities.

This ***CLIL2016: Book of Abstracts*** consists of the abstracts of papers/posters/presentations which have been submitted for the conference, later evaluated through a double-blind reviewing process and consequently recommended for publishing.

CLIL2016 Scientific Committee

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Putting CLIL into Practice: the 3 dimensions of content' (Plenary)

Phil Ball, Spain

CLIL stands for 'Content & Language Integration' but what do we mean by 'content'? CLIL teachers of both younger and older learners find it useful to distinguish between factual content (concepts), more cognitive content (skills) and the specific language content (linguistic) their students need in more content-based approaches. This session will outline the notion of the '3 dimensions of content', identify this content in the books proposed, and involve the teachers in some practical activities around this theme.

CLIL and Teaching History

Michal Bodorík, Slovakia

The main content of this workshop is the presentation of sample activities that bind the application of both English language learning and the content of historical/cultural topics one lesson at a time. The participant will be shown how to teach the English language through various themes that are an integral part of multicultural knowledge. This session will be focused mainly on development of speaking and vocabulary.



The Best of Primary CLIL (workshop)

Roman Čančinov, Slovakia

A successful CLIL lesson is a student-centered approach to learning. For our young learners, a successful CLIL lesson is experiential, challenging, rewarding and active. The teacher facilitates and manages the learning process by moving around the class, ensuring that students are actively involved and using the language tools they need to succeed. Most importantly, CLIL allows students to use their language skills in a meaningful and productive way. The workshop deals with some important points when incorporating CLIL into your young learners' classroom. It will provide you with practical activities and materials that might seem useful for primary teachers. Let's open the windows of our classrooms and invite our amazing world inside ...

CLIL in Flanders

Freddy Cloet, Belgium

This paper does not report any research nor does it have any scientific pretences. It aims to describe the prehistory and early history of plurilingual innovation in (by now) in Belgium's Flemish-speaking North. It is a process characterized by hesitation in policymakers and politicians, who were anxious not to let standards of Dutch (the language of instruction) go down a CLIL-created slope. On the other hand, we encouraged and witnessed great enthusiasm and dedication in pioneering schools, who accumulated experience and are growing to full CLIL-competence, some in French, even more in English, just a few in German. CLIL in Flanders may be both typical and atypical, but all conference attendants could recognize some of their own experiences and can learn from what 60 secondary schools are going through...

Method: playfully confronting a few Hamlet quotations with CLIL's characteristics in its short history in Flanders: *There is method in this madness - Words, words, words - Neither a lender nor a borrower be - nor do not saw too much with thy hands - the insolence of office ... and the rest is silence...*

Let's Play CLIL (workshop)

Danica Gondová, Slovakia

Learning a subject in a CLIL class in a foreign language does not need to be difficult or painful if learners understand that they use the foreign language to gain new knowledge, to learn from each other and to talk about the new subject matter with their peers. The objective of the workshop is to provide practical ideas on integrating language and content. The activities and games we are going to present make it possible for learners to acquire new language playfully, without realizing that they are learning grammar or new, high-level vocabulary. In addition to that, they scaffold learners. That means that both high- and low-achievers can do the task and enjoy success, which motivates them to study in a CLIL class.

CLIL as a tool for enhancing cooperation and interdisciplinary approach of learning

Ludmila Hurajová & Jana Luprichová, Slovakia

Since the time CLIL became a serious way for improving foreign language learning, it has passed more than two decades and CLIL has been used in diverse forms around Europe on all level of education. Many scholars in Europe, Asia and in some states of the Latin America have been trying to find the right form of CLIL application into learning-teaching environment. Teachers in some states are required to implement CLIL into lessons on regular basis and CLIL or better to name it, in some cases, bilingual lessons are compulsory for students at Secondary and at Primary schools (for example Italy, Portugal). There is also high demand on internationalization of tertiary level of education. We believe, that CLIL as an integrated approach of learning requires new teacher competences that are deployed in CLIL application into education process. One of them is cooperation competence, cooperation both among teachers within a school and between national schools or/and schools abroad via international projects. In this contribution we describe our observation findings within the ERASMUS + project “Transnational exchange of good CLIL practice among European Educational Institutions” running from 2015 including 6 project members from 5 EU countries (Lithuania, Latvia, Italy, Sweden and Slovakia) from all level of education. We aim at demonstrating importance of cooperation among teachers on various levels to set up efficient CLIL learning-teaching environment. We also debate need for enhancing project competence of CLIL teachers and necessity of interdisciplinary approach to learning. Finally, we discuss how CLIL can spin “internationalization “ of Higher Education.

Key words: CLIL, teacher competence, interdisciplinary approach, cooperation among teachers, project work

Developing Writing Competence in CLIL and EFL Contexts

Inna Livytska, Ukraine

Research on writing development in content and language integrated learning settings is still inconclusive. In fact, an overview study on CLIL learning outcomes classifies writing as one of the areas of linguistic competence likely to remain unaffected by CLIL instruction. At the same time, some of the studies show considerable benefits of CLIL on writing competence. Thus, the study focuses on the research conducted in order to investigate the development of students' writing competence in CLIL and non-CLIL (English as a foreign language) contexts scrutinizing the aspects of coherence, cohesion, academic register, accuracy and fluency.

Key words: linguistic competence development, academic writing, CLIL classes, English as a foreign language,

Manipulatives in CLIL mathematics lessons (workshop)

Kitti Páleníková & Zuzana Naštická, Slovakia

The focus of the workshop is the use of manipulatives in CLIL mathematics lessons. Some mathematical topics are easier to revise rather than present for the first time. The workshop attendants will be shown one possible way of exposing and revising knowledge about basic planar and solid figures with the use of home-made projection box and a flashcard triple set. In relation to the presented activities the issue of question-posing will also be discussed.



Primary e-CLIL (workshop)

Silvia Pokrivčáková, Slovakia

The presentation focuses on both benefits and risks of e-CLIL (CLIL supported by various digital technologies) at primary level of education. It introduces recommended strategies and teaching techniques, as well as presents some easy-to-use ways of assessing digital sources for CLIL lessons.

Key words: CLIL, CALL, digital technologies, primary education



Barriers to CLIL Education: Evidence from Russia

Maria Rubtsova, Russia

During the current conflict between Russia and the West, there are many concerns associated with the fate of the Russian language and spread of the English language. Previous research has shown a serious concern about the use of English language in the education system in Russia. Therefore, it is necessary to search the conception of using the English language, which will be adequate to the outlook of the Russians. The present study aims to investigate social and ideological barriers of implementation of bilingual education (in English and Russian) in St. Petersburg universities and to find a way of possible development bilingual education in future. The author conducts the expert research by formalized interviews. The sampling method: convenience sample. The results: despite the fact that the experts recognize that knowledge of English is useful in worldwide perspectives, the spread of the English language as a language of instruction at Russian universities is alarming. Education in only English without Russian is unacceptable. The Russian language should have priority in Russian university education; however, English can be one of working languages especially if it is possible to understand it as a financial investment and it will be proved that English can give financial profit. The results show a wide range of barriers, from concern for the preservation of national identity to fears that social change will occur more rapidly and existing knowledge can be devalued under the influence of English spread. However, economic motivation is very important and English can be accepted as a way to economic success.

Keywords: education in English, bilingual programs, social barriers to bilingual education

The importance of educational assessment in CLIL (workshop)

Michaela Sepešiová, Slovakia

This workshop aims to introduce the role of assessment in CLIL. Teachers who implement CLIL are often worried about how to assess their students' progress in terms of content and language. Moreover, it is focused on providing good examples of assessment activities; the nature of assessment in CLIL settings and widening the assessment repertoire for CLIL. The first part introduces an interesting findings related to the balance between language and content. In the second part some information on assessment in CLIL will be given i.e. a collection of assessment examples and rubrics, as a useful tool for teachers.

CLIL applied in teaching and learning IT and managerial subjects at FIM UHK

Ivana Šimonová, Czech Republic

Reflecting the latest trends within the higher education recognized worldwide, IT and managerial study programmes have been accredited both in the Czech and English languages at of the Faculty of Informatics and Management, University of Hradec Kralove. In this paper the the concept of CLIL implementation and teachers'and students'feedback are introduced.

CLIL at a Czech primary arts school

Zdenek Vasicek, Czech Republic

My CLIL research took place at the Primary arts school in Tisnov (Czech Republic) 2012-2016 with pupils of my piano and organ class. The research sample involved 28 Czech male and female pupils at the age of 7-18 attending a primary or grammar school. As a foreign language for CLIL, the majority (21 pupils = 75%) chose English, the minority (7 pupils = 25%) German, Russian, Italian, French or Spanish. The foreign-language pupil's communication reached levels A1 to (only in English, quite extraordinarily) C1 of the CEFR, the Common European Framework of Reference for Languages. The research question sounded: "Is the integration of the subject of piano playing with communication in a foreign language (English, German, Russian, Italian, French or Spanish) suitable for the pupils?" I used two research methods: observation and eight-item questionnaire. The answer to the research question reached "AGREE" (4 points of the five-point Likert scale). The CLIL concept has been functioning. However, there are many challenges for the future.

Key words: CLIL, multilingualism, primary arts school, piano playing, motivation, evaluation.

On board CLIL to outer space: basic Astronomy CLIL lessons in the lower secondary EFL classroom

Konstantina Zavalari, Greece

In this presentation I am discussing a comprehensive Content and Language Integrated Learning (CLIL) teaching model I have been trying to develop, which builds on the 4Cs CLIL Framework, but also has a powerful sociolinguistic essence, rooted to Vygotsky's sociocultural theory, Halliday's Systemic Functional Grammar (SFG) and Kress and van Leeuwen's Grammar of Visual Design. The model shares a strong relationship to Llinares, Morton and Whittaker's CLIL lesson plan, but my focus is mainly visual literacy and its grammatical and social semiotics.

My CLIL teaching model is designed to teach elementary Astronomy to 13-15-year-olds, with a linguistic competence of English from A1+ to B1 in the CEFR scale. It has been developed for the needs of my EFL classes at my school, as an experimental, supplementary teaching tool, but I believe it can be applied to any CLIL class, regardless of the linguistic level of the students or the language taught. As far the content is concerned, the model also seeks the bonds of Mythology and Astronomy, adding a(n) (inter) cultural effect to the approach.

Key words: Systemic Functional Grammar, Grammar of Visual Design, sociocultural theory

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